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CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Frame Work

1. The Nature of Reading Comprehension

Reading is an important skill in English language teaching. Reading is an important activity to get knowledge from written text. According to Kalayo, Reading is an activity with a purpose (as cited in Hasibuan, 2007, P. 114). It means that a person reads a written text in order to gain what he wants. A reader does reading to get knowledge and new information in the text. Besides, it is also to enjoy oneself. Then, Kalayo also states that reading is an interactive process that goes between the reader and the text, resulting in comprehension. It means a reader not only reads a text, but he is also required to comprehend what the text is about. It is similar to Linda and Carla in Hasibuan (2007), Reading is not only process in which the reader reads the words, sentences, or text but also to comprehend the text (P.114). So that, reading is a complex process involving network of cognitive actions that works together to construct the meaning”.

Reading is a process to connect between the readers’ knowledge and the text in order to get the real meaning from the text and also to understand its content. It is similar to Tankersley’s statement: “Reading is a complex process made up of several interlocking skills and processes (Tankersley.

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2003, P.11). It means that a reader should be able to think about and evaluate what they are reading while they are processing and decoding the text. In the other words, Moreillon explains: “reading is making meaning from print and from visual information. But reading is not simple. Reading is an active process that requires a great deal of practice and skill.

Based on definition above, the researcher concludes that reading is an activity to comprehend and to understand the written text interactively between the reader and the text itself in order to get knowledge and new information. The pure purpose of reading is to comprehend the text. It is similar to Anderson’s statement in Caroline: “The aim of reading is comprehension.”

Comprehension is a very crucial component in reading because it is one of the fundamental reading. According to Duffy, “Comprehension is the essence of reading because the goal of written language is communication of messages. If we do not understand the message, we are not reading.” It means that reading can not be separated with comprehension because the purpose of reading itself is to understand well about what the reader has been read. However, Karen states that comprehension is a process, not a product. Readers filter understanding through the lens of their motivation, knowledge, cognitive abilities, and experiences. On the other hand, Linda and Carla explain that comprehension is a complex process. We perceive what our brain tells us to notice. If we do not have the background



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experience to relate to the reading event, the message can be meaningless. Comprehension results from the mind's ability to make links and ask questions regarding the particular reading event. If the mind cannot formulate questions about the reading, true comprehension is impossible.

In the other words, Meneghetti defines that reading comprehension is a complex cognitive ability requiring the capacity to integrate information in the text with the prior knowledge of the listener or reader and resulting in the elaboration of a mental representation. However, Westwood also states: "reading comprehension is an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text."

Based on the explanations above, it can be concluded that comprehension is very important in reading because the main point of reading is to understand well what the text is about. On the other hand, comprehension needs the knowledge and experiences in order to notice parts of the text and to compare that sample with what he or she already knows.

Reading comprehension depends on three factors:

- a. The first factor is that the reader has command of the linguistic structures of the text.
- b. The second factor is that the reader is able to exercise metacognitive control over the content being read. This means that the reader is able to

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monitor and reflect on his or her own level of understanding while reading the material.

- c. The third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented.

According to King and Stanley (2001), the components of reading comprehension are as follows:

- a. Finding Factual Information

Factual information requires reader to scan specific details. The readers must be recognizing the factual information able to find detail information such as person, place, event and time.

- b. Finding Main Idea

Recognition of the main idea of a paragraph is very important because it helps the readers not only understand the paragraph on the first reading, but also helps to remember the content later. Reader not only comprehends the idea in the text but also the relative significance as expressed by the writer.

- c. Finding The Meaning of Vocabulary

It means that the reader should be able to guess the meaning of unfamiliar word in the paragraph or sentence which they read.

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d. Identifying Reference

According to King and Stanley (1998) in Hanisah (2012), recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun, such as; it, she, he, they, this, etc.

e. Making Inference

Inference is a skill where the reader has to be able to “read between the lines”. (as cited in Hanisah, 2012, P. 14)

2. The Nature of Hortatory Exposition Text

According Firawati, A Hortatory exposition is a text that is intended to explain the listeners or readers that something should or should not happen or be done (as cited in Dian, 2009). There are two kinds of expository text. There are analytical exposition and hortatory exposition text.

There are differences between analytical and hortatory exposition text. Analytical has purposes to persuade by presenting arguments and to analyze or explain “how” and “why”. So the generic structure of the text is a thesis, arguments and Reiteration (Sudarwati, 2007, P. 116). On the other hand, hortatory exposition aims at explaining the reader that something should or should not happen. Hortatory exposition text can be found in scientific, books, journals, magazines, newspaper articles, academic speech or lectures,



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research report (Zahera, 2016, P. 10). The purpose of hortatory exposition is to persuade the readers that something should or should not be the case. Hortatory exposition text has generic structure and language features as the characteristic. So, Generic structure of hortatory exposition text (Sudarwati, 2007, P. 204):

1. Thesis

Thesis is the statement or announcement of issue concern.

2. Arguments

Arguments are reasons for concern that will lead to recommendation.

3. Recommendation

Recommendation is the statement of what should or should not happen.

And then, hortatory exposition has Language features that are: it usually uses simple present tense and present perfect tense, the use of action verb, modal, adverbs, words that link arguments, evaluative words, emotive words and mental processes to state what the writer or speaker thinks or feels about something.

Based on the review above, it can be concluded that hortatory exposition text has purposes to persuade the readers or listeners that something should or should not be the case. It means that hortatory exposition text is to persuade the reader to do something. For hortatory



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exposition text, readers should be able to identify the main idea and supporting details.

3. The Nature of That Was Then-This Is Now Strategy

a. Concept of That Was Then-This Is Now Strategy

In teaching reading, there are many strategies that can be applied by the teachers. One of them is That Was Then-This Is Now strategy. McLaughlin and Allen' statement That Was Then-This Is Now strategy was designed to encourage students to think about what they already know, relate the information to what they read from a text, and to visualize the text content (as cited in Brunner.1952, P. 91). It means that the students are asked to find the information that includes in a topic and can create the summary from a topic. It can be measured from background knowledge of students.

According to Sethna, That Was Then-This Is Now strategy is a strategy that students sketch some things that they know about the topic and then write summary about what they already know. After they read a section on the topic, they sketch what they have learned and write a summary statement. It means that students create before and after reading the text into some lists and compare the ways in which characters have changed over the course of the story.

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In relation to Lenskie's statement (2011), That Was Then-This Is Now strategy is a strategy designed to spark interest in a topic, similar to a pre- and post- assessment (P.17). It means that the strategy asks the students to think and to catch the information about the topic that is given by teacher before reading all of the text. It can improve the students' background knowledge so that they can imagine the topic itself.

It can be concluded that That Was Then-This Is Now strategy is a strategy for reading that the teacher asks the students to use their prior knowledge or making prediction about the topic before they read the text and asks them to write some information about it. After that, teacher gives a piece of copy of the text. After reading the text given, the students also have to find some information and make them into sketch or summary and compare their ideas before and after reading based on the summary statement.

b. Procedures of That Was Then-This Is Now Strategy

Brunner (2011) explains some procedures of teaching reading by using That Was Then-This Is Now strategy. They are:

1. The teacher asks the students to identify a topic and introduces the topic to the students
2. The teacher asks the students to make a group
3. The teacher asks the students to draw a vertical line in the center of a sheet of paper.



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4. The teacher asks the students to write the words “That Was Then.....” at the top of column on the left
5. The teacher asks the students to write the words “..... This Is Now” at the top of the column on the right
6. The teacher asks the students to draw some of the things they already know about the topic in the column on the left
7. The teacher asks the students to make a summary statement at the bottom of the left side of the paper. This statement can be tied to the drawing, or it can provide supplemental information
8. The teacher asks students to read the text
9. The teacher asks students to draw a representation of what they learned from the reading in the column on the right after completing the reading assignment
10. The teacher tells students to write a summary statement under the column on the right
11. The teacher asks students to compare and contrast before and after sketches with a partner, with other groups, or with the whole class.

c. The Advantages of That Was Then-This Is Now Strategy

McLaughlin and Allen (2002) states that there are many advantages of That Was Then-This Is Now strategy. They are as follows:

- a. Building relationship with other where it can be done individually with a small group



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- b. Encouraging the creativity by drawing students will exploit their creativity
- c. Moderating advance preparation from the teacher which is needed to make students enjoy inflowing material
- d. Activating students' background knowledge about what they currently know about the story
- e. Facilitating mental imaging by guiding the students' representation to draw images or sketches
- f. Having students with a wide range of academic ability in the classroom
- g. Providing students to compare and contrast the information by asking students new idea from the text. (as cited in Brunner, 2011, P. 91)

B. The Relevant Research

According to Syafi'i (Syafi'i. 2007, P. 122), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research itself. This research is relevant to other research. For instance, a research was conducted by Siti Aisyah (2012) entitled "That Was Then- This Is now strategy towards reading comprehension" In this research she said that she used That was Then-This Is Now Strategy that could improve recount text. In her research, she concluded that the second hypothesis was



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accepted, because in t observed was 2.47 while the value of t table was 2.02. It means that the t observed was higher than t table.

In 2016, Arini Susanti conducted a research entitled “Teaching Reading Comprehension by Using That Was Then This Is Now Strategy to the Eight Grade Students of SMP Muhammadiyah 6 Palembang”. This research was an experimental research, which consisted of two groups, control group and experimental group. In her research, she concluded that null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. because in students’ pretest score in experimental group was 57.50 and students’ posttest score in experimental group was 70.39. It means that the achievement of experimental group was higher than the achievement of control group. She concluded that That Was Then This Is Now strategy had a positive effect on reading comprehension at SMP Muhammadiyah 6 Palembang.

The Operational Concept

The operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easier to measure. The research consists of two variables, they are variable X and Y. Variable X is as independent (That Was Then-This Is Now strategy) and variable Y is as dependent (students’ reading comprehension of hortatory exposition text). The following treatment as a collection of procedures of the



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implementation That Was Then-This Is Now Strategy, can be seen in the steps below:

1. The indicators of variable X (That Was Then-This Is Now strategy):
 - a. The teacher selects a text to be read. The Teacher chooses hortatory exposition text to be read by the students.
 - b. The teacher identifies a topic and introduces the topic to the students
 - c. The teacher asks the students to make a group
 - d. The teacher asks the students to draw a vertical line in the center of a sheet of paper.
 - e. The teacher asks the students to write the words “That Was Then.....” at the top of column on the left
 - f. The teacher asks the students to write the words “..... This Is Now” at the top of the column on the right
 - g. The teacher asks the students to draw some of the things they already know about the topic in the column on the left
 - h. The teacher asks the students to make a summary statement at the bottom of the left side of the paper. This statement can be tied to the drawing, or it can provide supplemental information
 - i. The teacher asks students to read the text
 - j. The teacher asks students to draw a representation of what they learned from the reading in the column on the right after completing the reading assignment



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k. The teacher tells students to write a summary statement under the column on the right

1. The teacher asks students to compare and contrast before and after sketches with a partner, with other groups, or with the whole class (as cited in Brunner, 1952, P. 91).
2. The indicators of variable Y (Students' Reading Comprehension of hortatory exposition text):
 1. Students are not able to identify main idea of the text.
 2. Students are not able to identify the generic structure of the text.
 3. Students are not able to identify information from what they read
 4. students are not able to identify references of the text.
 5. students are able to find vocabularies or unfamiliar words

D. The Assumption and the Hypothesis

1. The Assumption

In this research, the researcher assumes that the students who are taught by using That Was Then-This Is Now Strategy have better reading comprehension achievement. Furthermore, the better implementation of That Was Then-This Is Now Strategy in reading subjects is the better students' reading comprehension will be.



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2. The Hypotheses

Based on the assumption above, the researcher can formulate hypotheses as follows:

1. The Null Hypothesis (H_0)

There is no significant effect of using That Was Then-This Is Now strategy on students' reading comprehension of hortatory exposition text at the second year of Islamic senior high school Kuok

2. The Alternative Hypothesis (H_a)

There is a significant effect of using That Was Then-This Is Now strategy on students' reading comprehension of hortatory exposition text at the second year of Islamic senior high school Kuok